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ABSTRACT

This final performance report for the Ocmulgee Regional Library literacy project begins with a section that provides quantitative data. Actual accomplishments are then compared to the following project goals and related objectives for fiscal year 1992: (1) promote the use of voluntary services of individuals, agencies, and organizations in providing literacy programs; (2) acquire library materials for literacy programs; (3) use library facilities for literacy programs; and (4) conduct literacy programs for adults, including a family literacy life skills program. Proposed and actual expenditures are compared, and information is provided on the amounts and types of materials procured, libraries and other facilities supporting the literacy program, tutor training workshops, workshops/conferences attended by the project director, impact of the project on the ongoing literacy program, participating agencies and organizations, and outstanding project events. Attachments included sample newsletters, a newspaper clipping, volunteer survey, and literacy brochure. (MES)

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Ocmulgee Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

Part I: General Information

1. Name and Address of Organization Receiving Grant:

   Ocmulgee Regional Library
   505 Second Avenue
   P. O. Box 4369
   Eastman, GA 31023

2. Person Preparing Report:
   Dorothy Welch, Project Director
   912 / 374-4711

3. Grant Number: R167A20362-92

4. Grant Amount Awarded and Expended: $35,000.00

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
_X_ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
_X_ Coalition Building
_X_ Public Awareness
_X_ Training
_X_ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____
_X_ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
___ Employment Oriented
_X_ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
_X_ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_X_ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

__X__ one-on-one tutoring __X__ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? __X__ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Standard placement procedures include: interview; completion of questionaire for interests, goals, accomplishments and needs; use of writing sample; testing using Slossom Oral Reading Test (SORT); and testing for areas of specific interest/need. Follow-up testing: writing sample; daily checkup (workbook or tutor prepared) - 21 advanced to next level; skillbook completion checkups - 12 improved one placement level. Continual assessment - monitoring of students' progress with counsel/ tracking. * See note below.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? __X__ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Anecdotal evaluations by tutors and students to gauge progress in: improved self-esteem; motivation was seen; and impact on families to break the cycle of illiteracy.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
__X__ recruitment brochure
___ resource directory
___ evaluation report
__X__ survey
__X__ newsletter(s)
__X__ other (describe)
Laubach Media Coverage Contest Entry

* Note: Students tested illustrated a grade level improvement was achieved with an average of 67 hours of tutoring.

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 99
Of those served, how many received direct tutoring service? 36
How many hours of direct tutoring service did they receive? 764
How many new volunteer tutors were trained? 54
How many current volunteer tutors received additional training? 6
How many volunteer tutors (total) were involved? 35
How many non-tutor volunteers were recruited? 92
How many service hours were provided by non-tutors? 956
How many librarians were oriented to literacy methods, materials, and students? 16
How many trainers of tutors were trained? 4

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

   See Part III: Narrative Report - Pages 4-14

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

   Page 15

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

   Pages 4-14 & 15-20

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

   Pages 6-9

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

   Pages 18-19

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6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

Page 16

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Pages 17-20

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

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Project Abstract

a. Name and address

David C. Wilson, Director
Ocmulgee Regional Library
505 Second Avenue
P. O. Box 4369
Eastman, GA 31023

b. Title of Project: Library Literacy Project

c. Project Director: Dorothy Welch (as of October revision)
Sister Lucy Comer (original application)
912 - 374-4711

d. Funding level requested $35,000.00

e. Beginning & ending dates: October 1, 1992 - September 30, 1993

f. Project Summary: The project operated out of Ocmulgee Regional Library, which serves five rural counties in south central Georgia, with thirty percent of adults functionally illiterate and sixty percent with less than a high school education.

The adult literacy project impacted Bleckley, Dodge, Pulaski, Telfair, and Wilcox counties, building on many years of cooperative literacy efforts.

The original application was revised in October, 1992, deleting Dodge and Bleckley counties. In June, 1993, a change in scope restored Dodge and Bleckley counties to the project. (See narrative.)

Purpose and goals: to raise the level of adult literacy in the area by: (1) promoting use of voluntary services of individuals, agencies and organizations in providing literacy programs, (2) acquiring library materials for literacy programs, (3) using library facilities for literacy programs, and (4) conducting literacy programs for adults.

The project included:

(1) Promoting use of volunteers by disseminating information about literacy programs,
(2) Recruiting and training volunteers to serve local literacy programs, including workplace,
(3) Conducting literacy programs for adults,
(4) Recruiting and matching illiterates with tutors,
(5) Continuing as a site for Satellite Literacy Program,*
(6) Continuing ESL literacy classes for migrants,*
(7) Initiating a Family Literacy Life Skills program,
(8) Acquiring library materials to improve literacy level of functionally illiterate adults,

(9) Encouraging other libraries to use facilities for literacy, and
(10) Collaborating with other providers of literacy related services.

* Activities 5 and 6 were deleted in the revision requested in October, 1992. They were replaced by:

(11) Training of volunteer tutors at Milan Women's Center for peer inmate tutoring, and
(12) One-to-one tutoring of inmates by prison volunteers.

After approval of the October revision, Activity 7 was carried out in Milan (Telfair County), instead of in Rhine (Dodge County) as had been originally proposed.

PART III: Narrative Report

Project Purpose: To raise the level of adult literacy in the area served by the Ocmulgee Regional Library System.

Project Goals

1. Promoting the use of voluntary services of individuals, agencies, and organizations in providing literacy programs
2. Acquiring library materials for literacy programs
3. Using library facilities for literacy programs
4. Conducting literacy programs for adults

Permission was granted for change in the scope of the grant for services to be expanded to Bleckley and Dodge Counties for July 1 - September 30, 1993. This change was necessitated by the ending of a State of Georgia 353 Literacy Grant which had served Bleckley and Dodge counties. Thus, goals and objectives were extended to the five counties served by the Ocmulgee Regional Library System [Pulaski, Telfair, and Wilcox: October 1, 1992 - September 30, 1993; Bleckley and Dodge: July 1, 1993 - September 30, 1993].

COMPARISON OF PROPOSED GOALS AND ACTUAL ACCOMPLISHMENTS

GOAL 1: **Promoting the use of voluntary services of individuals, agencies, and organizations in providing literacy programs**.

Objective 1: To train 30 volunteer tutors in the service area. The project director will offer periodic literacy training workshops of 12 hours each or customized training. This will include training in cooperation with: participating libraries, the Heart of Georgia Council of International Reading Association, RESA (Regional Educational Service Agency), County Adult Education and Heart of Georgia Technical Institute.

- This objective will be measured by the actual number of workshops offered, tutors trained, and actual cooperation of other groups.
- ***Accomplishments:*** *Literacy training was given by the Project Director and assistant trainer in 4 Laubach Tutor Training Workshops of twelve hours each, or 20 sessions for 33 new*

tutors. Updating and customized training was offered to six other persons for a total of 39. Of the 39 receiving training, 24 persons received Laubach Literacy Tutor-Training Certification. Cooperating libraries and other groups are listed further on in this performance report.

Objective 2: To match 20 trained tutors with non-readers/low-level readers. Project Director is responsible.

- This objective will be measured by the number of tutors and students matched and by monthly tutor reports.

- ***Accomplishments:*** *Thirty-two tutors, including many of the 24 tutors certified during the four workshops in FY 92 by the Project Director were matched with 33 students. Monthly tutor reports were used to calculate the following: 351 hours non-instructional time and 764 hours instructional time, for a total of 1115 hours by tutors.*

GOAL 2: Acquiring library materials for literacy programs.

Objective 3: To purchase and provide access to all necessary materials, including books, computer software, audio and video programs, etc. Project Director responsible.

- This objective will be measured by the volume and the use of materials.

- ***Accomplishments:*** *Numbers of new reader's basic and supplementary materials were purchased, processed, cataloged, maintained, and circulated extensively. Purchasing of 1118 items for literacy included teaching materials: Laubach Way to Reading, Skill Books I - IV and related materials; Phonics I - IV; Challenger I - VIII; Breakthrough to Math; Tutor Workshop Handbooks; and high interest / low level student supplementary reading materials including: Worktales Series, Writers' Voices, Sundown Series, Go Series, Kaleidoscope Readers, Great Series Classroom Library, Practicing Occupational Reading Skills, Let's Read/Parenting, and News for You.*

A total of 684 items (both teaching materials and student readers) were placed in the four branch libraries (171 at each branch). The remainder of the items (434) were housed at the headquarters library for interlibrary loan use.

The ORLS literacy collection increased to a total of 3,458 items to serve the five-county area.

All tutors used an average of 15 titles with their students. Four video programs (51 tapes) were in use. Fifteen software programs (63 tapes) were in use. Ninety-nine audio tapes, including an audio program with student workbooks, the 18 newly purchased "Laubach Way to Reading, Skillbook I - IV Read-along Tapes, and the newly purchased tape series on building high self-esteem were available. A "Marketing Your Adult Literacy Program" video and manual was purchased and used in laying groundwork for county literacy steering committees in Pulaski and Dodge counties. Pull and Litstart were also made available to tutors.

Objective 4: To computerize cataloging of all literacy materials, to implement inter-library loan in the libraries hosting literacy programs, and to encourage literacy students to have library cards and take advantage of library resources. Library staff will do this.

- This objective will be measured by the completion of cataloging, by the number and type of materials circulated, and the number of students using the materials. Circulation of materials will be measured by checkout cards.

- ***Accomplishments:*** *The cataloging of all new 1118 titles of adult literacy materials was completed under the supervision of the Project Director, and assistance from 4 volunteers and 2 library staff persons. Circulations in all five libraries included the following:*

Literacy print materials - 3,947

Video tapes - 79

Audio tapes - 36

Computer software programs - 28

The number of students, tutors, and volunteers using the materials was 154.

GOAL 3: Using library facilities for literacy programs.

Objective 5: The Ocmulgee Regional Library will be used as a base of operation, providing office space, use of office machines and shelf space, limited use of library staff for communications and technical assistance, a place for tutoring and training, and literacy programs.

Participating smaller branch libraries will provide shelf space, places for training, communications, and referral. The Library Director will enable this objective.

- This objective will be measured by the number of libraries cooperating, amount of shelf space provided, and the use of facilities and staff.

- ***Accomplishments:*** *The libraries cooperating in the FY 92 program included all 5 libraries in the Ocmulgee Regional Library System: Ocmulgee Regional Library in Dodge County, Tessie W. Norris Library in Bleckley County, M. E. Roden Library in Pulaski County, Telfair County Library, and Wilcox County Library.*

The ORLS headquarters continued to serve as primary provider of literacy efforts. This program extends basic literacy services and programs to groups and individuals who may not be adequately served by existing programs. The ORLS headquarters was used as a base of operation, providing office space for the Project Director and the program. The Project Director carefully coordinated all literacy activities in the branch libraries through the headquarters library. Librarians of the four branch libraries received individualized training as to the program's operation and served as primary liaisons in their communities. Close coordination by the liaisons was necessitated by the rural character of the service area and consequent problems such as lack of transportation and long-distance calls to the headquarters library required by volunteers and students.

This project expanded literacy services in the four other counties of the library service area, emphasizing the role of the branch libraries. The role of the branch library included close networking with the Project Director and the branch librarians (the literacy liaisons) for the following: training and consultation on plans for the local literacy program; room arrangements and setup for meetings, training and tutoring; shelving, display, and circulation of materials; checkout procedures of local literacy collection and interlibrary loan options; communication with local organizations, volunteers, students, and potential volunteers and students; assistance with news media promotions, distribution of flyers and bookmarks, and other areas of public relations.

The amount of shelf space in each of the four branch libraries adequately held the literacy collection available for each county. The amount of shelf space for the new adult readers section at

branch libraries was increased fourfold. The addition of a literacy display rack at each library added to the promotion of the adult high interest/low level supplementary readers for adult literacy.

All literacy materials in all five libraries were moved to a highly visible adult section and renamed "Adult Lifelong Learning Sections" (ALLS) to help new reading adults maintain their dignity and self -respect.

The headquarters library housed the program's primary collection, with 2,258 items, 57 ft. of shelving space. Increased filing area was provided to facilitate better organization of the entire program.. New readers basic and supplementary materials were used extensively. They were maintained and greatly increased. New students and tutors acquired library checkout cards. At all five libraries, communication from tutors, volunteers, and students were received by the branch literacy liaison or the Project Director concerning the need for literacy materials available through the headquarters library. ORLS Interlibrary loan procedures were utilized to supply materials from the headquarters collection to the branch libraries.

Headquarters and branch library services included:

a. Courteous library staff who assisted as program liaisons for referrals, communications, public relations, distribution of literacy materials for local community, consultations, and facility use arrangements.

b. Increased shelf space in new improved location.

c. Use of multimedia meeting room for tutor training and meetings.

d. Use of conference / board room for testing and tutoring.

e. Ready access to literacy library resources.

f. Utilities paid .

g. Custodial services.

h. Access to telephone, fax, copier, laminating machine, overhead projector, and video equipment (Minimal fees were paid for use of telephone, copier, etc. at the headquarters library).

i. Interlibrary loan use.

Headquarters library also provided:

j. 2000 square feet of office/program area.

k. Use of typewriter, computer, and satellite receiving dish.

GOAL 4: Conduct literacy programs for adults.

Objective 6: One-to-one tutoring by trained volunteers.

Scenario: Sixty percent of adults in this area do not have a high school education. Many persons cannot study at times and sites provided by county adult education or even during library hours. Some students cannot even afford to come to town once or twice a week. Some have no means of transportation. Thirty percent are economically disadvantaged (Georgia 1990 Census of Population). By concentrating efforts into smaller (branch) libraries, these persons will have materials more readily available to them. The Library project has demonstrated ability to recruit and serve this kind of rural client. One-to-one tutoring by a trained tutor at a time and place convenient to student and tutor offers a viable alternative.

Activity/Service Plan	Method / Who	Projected Outcome	Measure
Serve 20 - 30 adults	One-to-one tutoring using Laubach Way to Reading & individualized materials. Project Director recruits, matches, monitors.	Advance .75 grade level per 50 hr. tutoring. Improve reading & writing skills.	Level post test. Check-ups. Writing Samples.

• ***Accomplishments***: *Thirty-two community volunteer tutors, including many newly trained tutors, were matched with 33 students. Great improvements in reading and writing skills were accomplished. Additional writing samples, checkups, and level post-tests demonstrated success with individual matches. Twenty-one advanced to the next level; 12 improved one placement level, and 7 transferred to another program.*

Objective 7: To initiate and lead a Family Literacy Life Skills Program for target group in hard-to-serve town of Milan, in Telfair County.

Scenario: Welfare and Public Health have requested Family Life Skills Literacy Services in the target area of Milan because of high need. Previous programs have not worked here. This is a pocket of 4th generation Welfare recipients in substandard housing. They are young black women, drop-outs, having become pregnant at 14-17 years old, single parents with one-three children. Case workers say they have low self-esteem, demonstrate low incentive for self-improvement, education or jobs. These women refuse transportation to county run programs in Eastman (15 miles away). Some even say they will move out of the county rather than be required to participate in Georgia Positive Employment and Community Help Program (PEACH). Available data predicts their children will continue the cycle unless it is intercepted.

The Department of Family and Children's Services (DFACS) wants to refer clients to a Milan program site. DFACS can provide bus and child care. The Adult Literacy Director has the expertise to provide the program as outlined.

How: Offer mini-program components of varying times and frequency

Who: Project Director will conduct

Activity/Service Plan	Method	Projected Outcome	Measure
Reach up to 24 families (50-75 individuals) **Mini Program Components**	Recruit target group in collaboration with Dept. of Family & Children's Services and Public Health Dept.	Retain small group of 6-12 persons for each mini-program component.	Number of referrals, contacts, and attendance
"Budgeting"	Instruction by elementary information, role play, hands-on work sheets, use of play money, bills and invoices. Simple savings plan for low income.	Increased proficiency to pay bills by learning to budget income. Improved literacy skills.	Demonstrate ability to understand and make a budget

(continued)

Activity/Service Plan	Method	Projected Outcome	Measure
" Money Management	Instruct in simple budgeting, emergency payment plan, distribution of income. Teach shopping savvy, preplanning, lists, comparative shopping, waiting for sale.	Increased understanding of planning as a tool to money management. Improved skill to compute and solve problems of low income.	Demonstrate practical ability to manage a month's expenses and to make a shopping list.
"Early Childhood / Parenting"	"Parents and Tots" (Literacy Council of Alaska Plan) Teach parents to read 6-12 books to child, one book a week. Use Language Experience method, art, role play, patterned easy books. Run "Parents and Tots" in 4 eight-week segments, providing class and home use of new books each week.	Incentive, access to materials, literacy skills to read easy books to children. Read weekly program book to child.	Verify through parent support groups sharing sessions that parents can read and are reading books to children.
"Technology: TV and Literacy"	Use TV guides, discussion, NPR and network viewing to instruct and counsel parents regarding choice of children's programs.	Increased awareness for choice and control of children's TV viewing for reading readiness and development.	Monitor results by reporting and sharing in parent support groups.

Activity/Service Plan	Method	Projected Outcome	Measure
Video: "Learn to Read"	Basic level (0-4) "Learn to Read" video and "Telephone Tutor" audio tapes (Kentucky Educational TV production) Schedule twice a week for 8 week sessions followed by a break.	Improved basic listening, reading, and writing skills	Student attendance, completion of two workbooks (audio and video).
Video: "Read Better"	General Level (5-8) "Another Page" video (Kentucky Educational TV production). Schedule twice a week for eight weeks followed by a break.	Improved general literacy skills: finding main ideas, inference, supporting ideas. Improved writing and grammar skills. Attuned awareness to make connections with life and literacy.	Qualitative use of video workbooks. Demonstrate improvement in composition skills.

• ***Accomplishments:*** *The hard-to-serve town of Milan (where no school, newspaper, etc. exists) was served through the Family Life Skills Program. The Department of Family and Children's Services (DFACS) greatly assisted in helping locate mothers who were receiving public assistance. Since town resources were limited, the program was provided at the local United Methodist Church and the Bank of Milan. Six volunteers and the 353 Instructional Director assisted with the program under the direction of the Project Director.*

Referrals of 45 target persons were received from DFACS. Contacts were made and the program was conducted with attendance of 11 regular students, reaching 24 family members. The program began with a minicomponent entitled "Parents Learning to Assist Children in Elementary Schools" (PLACES). This four-week program was extremely successful as participants bonded and became able to share experiences and gain from workshop training as well as establishing self-confidence and trust in the Project Director and the volunteers.

Workbooks were used in conjunction with topics of discussion including:

a. Helping your child succeed in school

b. Working with your child at home

c. Working with the teacher at school

d. Rules for the children at home and at school

e. Solving serious learning problems

f. School policies, procedures, and paperwork

g. Rewards and punishments

h. Personal accounts of good and bad experiences

i. Methods to ensure breaking the illiteracy cycle.

This program encouraged parent/child communication and involvement. Establishment of peer and teacher trust, and a feeling of confidence and empathy was established by all group participants. Self-esteem was gained by the students, thus allowing progress into the next minicomponent: I Love to Read. This program encouraged parents' reading to their children and encouraging reading by all family members. An additional, and primary, benefit of the program at Milan was that the program participants identified as low-level readers were subsequently enrolled in individualized or group programs appropriate to their educational levels.

Individualized programs in reading/math included:

Learn to Read - 3 students

Laubach Challenger Program - 5 students

GED Testing and Study - 3 students

Breakthrough to Math - 4 students

Materials were provided through on-site library checkout procedures.

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Scenario for objectives 8 & 9: Four prisons with a combined capacity of 2400 inmates have opened in the past year or are on line to open this year in the target area of Telfair, Pulaski, and Wilcox counties. The incarcerated have traditionally had a high incidence of functional illiteracy. The inmates demonstrate a need in basic skills of reading, writing, and math. The Library project has demonstrated ability to initiate a prison program in the Dodge County Correctional Institute where several inmates still participate. Literacy tutoring at the prisons will consist of inmate peer tutoring, including tutor workshops or refresher courses to literate inmates, and collaborating with the prison staff for the recruitment and the matching of students. The Project Director will also meet monthly with tutors to enable the project.

Objective 8: To train 10 volunteer tutors in the Milan Women's Center. The Project Direction will offer periodic literacy training workshops of 12 hours each. She will meet with these tutors at least once each month for support and advice.

- This objective will be measured by the actual number of tutors trained.
- ***Accomplishments:*** *The training of 20 volunteer tutor inmates and one educational instructor at Milan Women's Center was most successful. Of that total of 21, 16 were certified, having completed full requirements of the 12-hour / 5 sessions workshop. Great gains were made by all participants for personal interest in helping other inmates for the present as well as helping others with reading after release.*

Objective 9: One-to-one tutoring by prison volunteers.

- This objective will be measured by the number of inmates tutored.
- ***Accomplishments:*** *The Project Director met four times with the Warden of Milan Women's Center. She had close communication with personnel from the Georgia State Department of Corrections. She collaborated regularly with the Center's instructional director, tested students, and matched and rematched students with tutors. The matching of one-to-one tutoring by inmate volunteers included 3 matches and one rematch. Due to the shortcomings in student recruitment efforts, the short-term stay by many inmates, the early release programs, and the already overloaded*

schedule of the Center's director of instruction, this objective fell short of program expectations. Solutions to remedy these concerns are being considered for the future.

COMPARISON BETWEEN PROPOSED AND ACTUAL EXPENDITURES

BUDGET CATEGORY	PROPOSED	ACTUAL
A. Salary and Wages	22,600.00	22,600.00
B. Fringe benefits	5,659.14	6,212.72
C. Travel	1,000.00	1,025.56
D. Equipment	0.00	0.00
E. Supplies	2,000.00	764.12
F. Contractual services	0.00	0.00
G. Library materials	2,000.00	2,976.35
H Other	1,740.86	1,421.25
I. Total Direct Charges (lines A-H)	35,000.00	35,000.00
J. Indirect charges	0.00	0.00
K. Total Project Cost (lines I & J)	35,000.00	35,000.00

Budget categories were generally adhered to.

- From the time the application was submitted, fringe benefits changed by adding Worker's Compensation.
- Supplies were kept to a minimum, thus allowing $1,235.88 to be rechanneled as follows:
  Library materials: $976.35 over original budget
  Travel: $25.56 over original budget
  Fringe benefits: $233.97 over original budget
- Other items included:
  Fringe benefits: $319.61 over original budget
  Telephone: $618.38
  Postage: $ 204.87
  Conferences and Laubach certification: $598.00

Amounts and Types of Materials Procured

378 literacy print supplementary student readers

424 Laubach Way to Reading Skill Books I - IV and related items

240 Challenger materials

34 Breakthrough to Math

2 audio tape series of 6 tapes each: *Building Self-Esteem for the Child, Building Self-Esteem*

18 tutor help books

18 Read-Along tapes to accompany LWR Skill Books I - IV

4 subscriptions to "News for You" newspaper for low-literate adults

Libraries and Other Facilities Supporting Literacy

Ocmulgee Regional Library, Dodge County, Eastman

Tessie W. Norris Library, Bleckley County, Cochran

M. E. Roden Memorial Library, Pulaski County, Hawkinsville

Telfair county Library, McRae

Wilcox County Library, Abbeville

Broad Street Baptist Church, Pulaski County, Hawkinsville

Bank of Milan, Telfair County, Milan

First United Methodist Church, Telfair County, Milan

Milan Women's Center

Tutor Training Workshops

Date	Site	# Enrolled	# Certified	# Updated
Jan 25, 27 Feb 1, 3, 8, 10	Telfair County Library, McRae	20	12	1
Feb 4 - Mar 4	Wilcox County Library, Abbeville	2	1	
Mar 11,16,23,25,30	M. E. Roden Library , Hawkinsville (Pulaski County)	8	5	
Aug 31, Sept. 2, 7, 9	M. E. Roden Library, Hawkinsville	9	6	4
April 19,22,29 May 3, 5	Milan Women's Center	21	16	
	Individualized Training	1		
Totals		61	40	5

Workshops / Conferences Attended by Project Director

Literacy Volunteers of America: 50/50 Management workshop, November 20-21, 1992

Literacy Volunteers of America: Small Group Tutor workshop, December 3-5, 1992

Laubach Literacy Action Tutor Training, 12 hours, Nov. & Dec., 1992

Fourth Annual Georgia Literacy Conference, February 24-26, 1993

Laubach Literacy Action Trainer workshop, April 16-17, 1993

Skill Path Coaching and Team Building Skills for Managers and Supervisors, July 16, 1993

Skill Path Managing Multiple Projects, Objectives, and Deadlines, September 17, 1993

Impact of Project on Grantee's Ongoing Program

The LSCA Title VI FY '92 Grantee has worked toward:

a. Improving the program's image in the community

b. Increasing community support

c. Reaching more people

d. Avoiding the duplication of services

e. Collaboration with other literacy providers.

To promote the program's identity and the community's awareness of the program the following efforts were taken:

a. Twelve news articles published in up to seven newspapers for each article.

b. Eight public service announcements aired on four radio stations for repeated days/airings.

c. Winter, spring, and fall editions of the newsletter for the LSCA Adult Literacy Program.

d. 341 flyers posted and/or distributed in all 5 counties promoting the literacy program.

e. Distribution of brochures and bookmarks promoting the program

f. Program presentation to library boards, Pulaski County Rotary Club, Lions Club, Kiwanis Club, Cochran Pilot Club, and to area church groups.

g. Working with agencies and organization recruited to volunteer their services, or become involved in the coordination of the program.

Volunteer Agencies and Organizations

Those providing Recruitment, Assistance in Community Support, Improvement in Program Image, and Distribution of Promotional Materials

- Regional Library Board
- County Library Boards - all five counties
- Chamber of Commerce - all five counties
- Certified Literate Community Committee - Dodge County

Those involved in referrals and collaboration

- Dodge County Board of Education, Adult Education, Eastman
- Heart of Georgia Council of International Reading Association
- Heart of Georgia Private Industry Council - JTPA/RDC (Regional Development Council)
- Georgia State Literacy Service Delivery Areas:
  - Heart of Georgia Technical Institute - Bleckley/Dodge counties
  - Ben Hill / Irwin Technical Institute - Telfair / Wilcox counties
  - Middle Georgia Technical Institute - Pulaski County
- Regional Educational Services Agency (RESA), Eastman
- Telfair Correctional Institution
- Dodge Correctional Institution
- Georgia Institute of Technology (Georgia Tech), Atlanta (Provides a library on-site Literacy Program)
- Middle Georgia College

Those providing services (e.g., printing, donations, facilities)

- Sara Lee Knit Products, Eastman ($2,000 donation)
- Gilman Converted Products, Eastman ($100 printing)
- Jordie's Book Store, Eastman ($25 gift certificate)
- Broad Street Baptist Church, Pulaski County
- Milan United Methodist Church, Milan

Bank of Milan

First United Methodist Church, Cochran

Those assisting with recruitment

Department of Family and Children's Services, all five counties

Department of Public Health - Eastman

Mental Health Day Treatment and Group Home, Eastman

Early Childhood Center - Eastman

Regional Youth Development Center, Eastman

Community Action Council, Eastman

Housing Authority, Eastman, Wilcox County

Wheeler County High School Beta Club

LSCA Non-Tutor Volunteers providing regular program assistance

PALS - Pulaski Adult Literacy Services Committee

LLL - Laubach Lifelong Learning Committee - Dodge County

Journalists

Newsletter Editor

Tutor Trainers

Volunteer Director Assistant for One-to-one tutoring

Cataloging Clerks

Computer Assistant

Clerical Assistants

Minicomponent Program Assistants

Baby-sitters

Recruiters

Outstanding FY '92 LSCA Project Events

- Won first prize for Best Woman's Literacy Story in the International Laubach Media Coverage Contest, September, 1993 (see attachment)
- Donation of $2,000 received from Sara Lee Knit Products

- A Pulaski County youth, Chris Venable, chose Adult Literacy for his Eagle Scout project. Coordinated efforts led to his involvement with all aspects of a tutor training workshop.

Significant impact has been made in two communities, with evidence of increased local involvement and an increasing sense of ownership of the local program. The Project Director has led local volunteers in establishing steering committees. These committees are evolving into local literacy councils, assuming responsibility for virtually all aspects of the adult literacy program in their community. Real ownership of the local LSCA literacy program is evidenced by the following: naming of local programs (PALS - Pulaski Adult Literacy Services, and LLL - Laubach Lifelong Learning, Dodge County); election of officers; establishment of goals; volunteers making personal contacts with organizations, agencies, workplaces, and individuals to promote the LSCA programs; and early stages of organization and activity planning. Recruitment of both tutors and students is a major focus of these groups. Plans are underway to initiate K-5 grade coloring contests, using LLL or PALS promotional color sheets as a recruitment method for low-literate parents. Recruitment plans are also underway to offer PLACES minicomponent program, thus further identifying the target population established for each steering committee.

The Project Director continues to emphasize the necessity for local ownership of the program in each county, and is encouraged by activities occurring in Dodge and Pulaski counties. Similar opportunities exist in the other three counties: key individuals have been identified and cultivated, and efforts are underway to develop locally owned literacy programs in those communities as well.

Regional Report

Newsletter of the
Ocmulgee Regional Library System
Adult Literacy Program

Winter 1992 | Eastman, GA 31023 | Volume I, Number 1

Sister Lucy Goes to Prison ?

Sister Lucy Comer has gone to work at the Helena Correctional Institute as a full time prison chaplain. However, she will continue to lend her assistance to the program. Dottie Welch and Patty Morrison are now working on the Adult Literacy Project at the Ocmulgee Regional Library. Patty will focus on Bleckley and Dodge counties, while Dottie will work on strengthening the program in Pulaski, Telfair, and Wilcox counties.

It is not so much our friends' help that helps us as the confident knowledge that they will help us.
—Epicurus

OPEN HOUSE ON DECEMBER 15

The first quarterly Volunteer Support Group meeting will be December 15, 1992 at the Ocmulgee Regional Library. This first meeting will be an open house from 4:00 to 6:00 p.m. Sister Lucy has made plans to be there the first hour and is looking forward to seeing you. Please mark your calendars now! Come prepared to share experiences and ideas for the program. We at Adult Literacy will provide the refreshments in appreciation for all those hours you have put in to make the program a success. This will be a time for encouraging and inspiring each other as we work together to make the community more literate.

ORLS Adult Literacy Mission Statement

- *Foster leadership, volunteerism, creative initiatives & innovative outreach*
- *Collaborate in community cooperation and linkages*
- *Specialize in student-centered literacy*

VOLUNTEERS NEEDED

There are many different volunteer jobs that need to be done for the program. Jobs that need to be done include:

Tutors
Typists
Clerical Workers
Newsletter Assistants
Drivers
Child care workers
Assistants for small group classes
Activity Organizers
Artists
Donation Solicitors

Team leaders are also needed for small groups of active tutors. This will involve phoning once a month to make sure all is well and then reporting to the project director.
If you can help, or know of someone who would like to help, please call your local library or Ocmulgee Regional Library at 374-4711 and talk to Dottie or Patty. Help is needed in Bleckley, Pulaski, Telfair, and Wilcox counties as well as Dodge.

We make a living by what we get, but we make a life by what we give.
—Winston Churchill

Reading is to the mind what exercise is to the body.
—Richard Steele

GRANT EXPECTATIONS

The grants under which the programs are operating require that students be tested after each 50 hours of tutoring. Presently, a record system is being developed which will include information on each student--levels/books completed, test scores, current level/book. If it has been more than 50 hours since your student has been given the SLOSSON, would you please assess your student's progress as soon as possible.Please note on your calendars any special achievements, such as new employment, job advancement, voter registration or first-time voting, taking the GED, entering another educational/training program, or any other advancements you feel are significant.

CALENDARS

The library address is on the back of the calendars so that it will be easy to return them on the 21st of each month. Also, you have a choice as to the calendar format you wish to use. You need to send in only one; the choice is yours! Please fold it and stamp it and mail it if you are unable to make it to the library for a personal delivery. These reports are very important for future funding, so please make a *little extra effort* to get them in. *Thanks!*

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Regional Report

Newsletter of the Ocmulgee Regional Library System Adult Literacy Program

Spring 1993 | Eastman, GA 31023 | Volume I, Number 2

Calling for book dollars!

Search for the telephone symbol ✆ in this quarter's newsletter. If you are one of the first five people to call and tell us where you found it, you will win a $5 gift certificate good for a purchase at the Reader's Choice Bookstore in the Wal-Mart shopping center. (The *telephone in the article does not count.*)

Lottery to Benefit Adult Learners

The 1994 Lottery Budget proposes that $500 certificates be awarded to students who have received their GED and want to further their education at a college or technical school. This should be an incentive for those who do not have their diplomas yet and are considering attending some form of adult classes after receiving their GED.

"The surest way to be happy is to seek happiness for others." -Martin Luther King, Jr. -

! We welcome to our tutoring network: !

Paul Beebe, Mary Belcher, Louise Bell, Prince Dawson, Shirley Maddox, Elizabeth Peeples, Christine Brown, Ruth Humphrey, Phillip Partin, Julie Thomas, Gladys Sawyer, Dr. Oscar Stembridge, Dr. Maurice Arnold, P. J. NeSmith, Dorothy Jean Bozeman and members of the Wheeler County High School Beta Club!

ORLS Adult Literacy Mission Statement

- *Foster leadership, volunteerism, creative initiatives & innovative outreach*
- *Collaborate in community cooperation and linkages*
- *Specialize in student-centered literacy*

"I believe that every human mind feels pleasure in doing good to another." Thomas Jefferson

Hooked on Phonics Reviewed

There have been several inquiries regarding the reading program Hooked on Phonics, which is being advertised on radio and television. The kit is published by Gateway Educational Products, Ltd. in California and includes eight audiocassettes, nine decks of flash cards, and five student workbooks. Dr. Alton L. Greenfield has reviewed the series and reported to Laubach Literacy Action. Here are some excerpts from that report. He is a reading education specialist with the Minnesota Department of Education.

- "I have examined the Hooked on Phonics kit and I disagree with both the instructional strategies and the advertising approach of this product.
- " ...all five books included in the kit are really phonics workbooks. The books themselves have no literary merit. In choosing to teach phonics exclusively, the developers of these materials fail to teach the concept of what a word is, and they make no use of word awareness games and activities.
- "Hooked on Phonics makes no mention of the importance of integrating the processes of listening, speaking, reading and writing. In fact, one of the statements set to music is that sounding out words is what reading is all about. That is very simplistic and unrealistic!
- "Reading is fun, engaging, motivating, enriching, and meaningful. This kit is the opposite.
- "The tapes present the lessons at a very fast pace with little or no feedback. The company emphasizes that a student can work through the lessons without the help of a teacher or tutor. This is unthinkable with children and certainly is not desirable with adults.
- "In summary, I am not impressed! I'm sure that for some, this kit will work; however, I believe there are other methods that are more effective, more motivating, and will give the consumer more value for the cost. The messages in the advertisements are more hype than substance and border on being unethical!"

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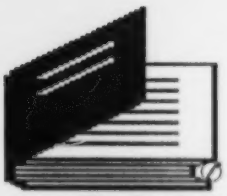

BOOK EXCERPT

from Words on the Page, The World in Your Hands, Book 2

Learning the Words

by Alfred Corn

I learned the ABCs
And how to spell my name.
The letters were like trees,
no two of them the same.

I learned to spell my life
And lived the words I learned.
Writing the word for knife,
I cut myself and bled!

I spelled the word for dove:
One landed on the ground.
I asked the spelling of love,
And love is what I found.

I went where reading led;
I walked from A to Z.
I sang the words I read,
And words sang back to me.

"The Words on the Page, The World in Your Hands" series of three books and a teacher's guide is available for check out through the five county library system. Each book is a collection of short stories and poetry suitable for adult learners. **Ask your librarian.**

Reading the world always precedes reading the word, and reading the word implies continually reading the world. - Paulo Freire

Readable Resources for Tutors

P.U.L.L.- Project for Unique Learners in Literacy

Many tests have been devised and are in use to identify persons with learning disabilities related to reading and writing . These tests seem to be inaccessible to adult learners in our area. However, the closest index to individual reading problems is revealed in behaviors that can be observed when a given adult attempts to read! By observing closely how a person reads, the tutor can pinpoint individual reading behaviors which have become stumbling blocks to fluent reading. Tutors can then take this acquired information and locate activities appropriate for your student. *P.U.L.L.* gives practical hands on techniques that may be used by volunteer tutors.

Ask for this resource and others now available through the Ocmulgee Regional Adult Literacy Project.

Readable Resources for Adult Learners

Getting You a Job This series of easy-to-read, color pamphlets helps limited readers take steps toward employability. It offers job information that might not otherwise be getting through.

The pamphlets are inexpensive and are considered consumable items (i.e. student may keep them). Ask the librarian for these materials. They will not be on the shelf with other material since the items are not for checking out. Titles include: Auto Mechanics, Carpentry, Clerical Work, Electronics, Food Service, Health Services, Hotel and Restaurant, Office Machine, and Retail Sales.

"There's nothing wrong with America that cannot be cured by what is right with America"

-President Bill Clinton

Milan Hosting Programs

Training at MilanWomen's Center in Progress

Currently the Ocmulgee Regional Library Adult Literacy Project has begun a project for peer tutoring at the Milan's Women Center. Twenty-one women are attending classes; most will become certified tutors. Upon completion of the class, the tutors will be peer tutoring under the supervision of the institution's teacher, Ellen Bass. We welcome these ladies to our tutoring network.

P.L.A.C.E.S Workshop Completed

Congratulations to Milan students for completing a four week P.L.A.C.E.S. Workshop. Of the nine enrolled, the following had perfect attendance: Janie Bray, Mildred Faicson, Jackie Price, Ann Selph, Debra Wester, and Karen Wilcox.

Milan UMC Provides Facilities

A big" THANK YOU" goes to the Milan United Methodist for making their church available to Milan residents for the PLACES Workshop Program and for an ongoing Literacy Reading Program. Thank you is also extended to volunteers, Connie Graves and Rosalyn Groves, who are assisting with this programs.

Can't get that calendar to the library? *Call us!*
374-4711

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THANK YOU!

Sara Lee Knits

for your $1000 contribution to the Ocmulgee Regional Library Adult Literacy Project

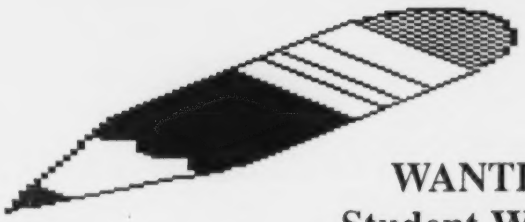
THUMBS UP TO:

Donald Dean has been involved with the Ocmulgee Regional Library Literacy Project since 1989. In addition to tutoring, he has volunteered to work with computer programs, the Georgia Tech Satellite Class, the Georgia's Certified Literate Community Program, and he attended Georgia's Fourth Annual Literacy Conference.

Mr. Dean has inventoried our literacy programs and is available for consultation with tutors in the Ocmulgee Regional Library System.

While attending Georgia's Fourth Annual Literacy Conference, Mr. Dean became interested in the Georgia Tech Satellite Project which currently meets on Tuesday and Thursday nights at 5:45 - 7:45. He has volunteered to help with these classes.

Donald has also taken an interest in Eastman's consideration to become one of Georgia's Certified Literate Communities. Thank you for contributing to literacy, Donald Dean!



WANTED: Student Writers!

The Regional Report needs submissions of student work to share with our readers. Tutors may mail or bring by their students' work. Names will be printed with the published work only after a release has been signed by the writer. Tutors can encourage their students to write by reading writings by other adult learners. The Adult Literacy Program has several copies of collections by students in different areas of the country. Our area students may be even more encouraged if submissions from our program are published and shared. Remember, even one or two sentences is an accomplished work for a beginning student and will make great reading for other students on the same level.

Here are two selections written by developing readers. The first is written by a local student who prefers to remain anonymous. The other was copied from the publication "New Readers Speaking Out".

The following was written when the student was assigned to write a journal article entitled "The Best Place I Have Ever Been".

The best place I have ever been is. . .

The best place I have ever been is home because I can relax, watch T. V., work, eat, and study.

When I am at home, I am with my family.

When I am tired and sleepy, I can go to my room and go to bed.

I like home.

"THUMBS UP TO:" *will be a continuing feature focusing on an individual who has made a contribution to literacy.*

Listen

You see the forest.
You cannot see the tree.

You see the crowd.
You do not see me.

You hear a noise
You do not see my voice.

You say I can do what I want,
But I have no choice.

You say I do not care,
I will not try.
I have been hurt so much
that is the reason why.

I feel like a man in a cage.
My mind and heart in a rage.

Please listen
To what I have to say.
I cannot learn
In the traditional way.

by Edward L. Castor, Indiana
copied from
"New Readers Speaking Out"
Spring 1993 Volume 6 - Number 1

Tidbits. . .

If you have a Volunteer Survey enclosed with your Regional Report, please return it to the library.
If you are unable to tutor at present, would you-
type, call, file, design, plan, mail, drive, or help wherever your capabilities lie?
Feel free to submit letters or articles to be printed in The Regional Report.
A Tutor Training Workshop is being planned. Anyone interested should contact the library in Bleckley, Dodge, Pulaski, Telfair, or Wilcox county.
Students are needed. Tutors and literacy books are available through all five libraries.

Thank you!

"The only gift is a portion of thyself." Ralph Waldo Emerson

Sympathy is extended to the family of Annie Laura Cooper, Director of Adult Education in Bleckley County.
Sympathy is extended to the family of Louise Bell, a dedicated volunteer and recently trained tutor.

From:
Adult Literacy
Ocmulgee Regional Library
P. O. Box 4369
Eastman, GA 31023
912 / 374-4711

Regional Report

Newsletter of the
Ocmulgee Regional Library System
Adult Literacy Program
Laubach Lifelong Learning

Fall 1993 **Volume 2, Number 1** **Editor: JoAnne Gibbons**

Grant Approved For FY93

In July the Dodge and Bleckley County Literacy program merged with Pulaski, Telfair and Wilcox Counties under the leadership of Dottie Welch. This was due to the fact the state demonstration Grant 353 was not renewed. We are sorry to lose Patty Morrison to the Dodge Co. Adult Education Program. Thank you, Patty, for your help during the 92\93 year. We look forward to working closely with your department to improve literacy in Dodge Co.

A new Library Services & Construction Act grant for October 1, 1993 through September 30, 1994 has been approved for Mrs. Welch to continue working as Project Director of the five counties.

Dottie is a vivacious, knowledgeable person. Her enthusiasm for the literacy program is contagious. She has established goals to develop a volunteer team in each county. Under the local volunteer leader a system of sub-chairmen would be set up so that the program could continue to run smoothly and effectively even if future grants for a paid director are denied. We are certain all of the volunteers and students will enjoy working with her this coming year. She can be reached from 9-5 Monday, Wednesday and Thursday at 912-374-4711.

L L L

The ORLS Adult Literacy progam has a new name. The three L's standing for Laubach Lifelong Learning will be evident in libraries and on promotional material for our program. This is an effort to establish an acceptable name for the program that has a non-threatening connotation for our lifelong learners. Look for the LLL section in your library and see what we have to offer.

Volunteers Links to Literacy

If you have not been involved in tutoring recently you may be surprised at the changes in our curriculum. We now go beyond simply basic skills to include language experiences.

Features highlighted in our training now include: keys to learning, unlocking text, spelling strategy, lesson planning, writing for new readers and characteristics of the new reader. We also can teach basic math skills. This broadening of our scope means that more people should be able to take advantage of our program.

The program cannot function, however, without volunteers. Not only tutors but typists, clerical workers, drivers, child care workers, assistants for small group classes, activity organizers, liaisons with community groups, artists, donation solicitors and newsletter assistants are needed. If you have a couple of hours a week to help increase literacy in your community contact Dottie Welch at the Ocmulgee Regional Library in Eastman to learn what is needed in your town.

Rising Eagle Scout Makes Commitment to Literacy

Chris Venable, an assertive seventeen year old young man from Hawkinsville, has undertaken Adult Literacy as his theme for his Eagle Scout Badge.

As a part of working toward this badge Chris initiated the recent workshop in Hawkinsville, made presentations to the Hawkinsville Rotary, Lions and Kiwanis Clubs on literacy, promoted the tutor training workshop through the local paper, flyers and personal contacts, and copied and assembled over 2000 copies of the tutor training materials.

Chris is now focusing his efforts on locating students. He would welcome help from volunteers. Let's join Chris and get things moving with "Each One Teaching One".

?WHAT'S HAPPENING!

Under the capable leadership of Donald Dean a group of volunteers is working on establishing an effective procedure for contacting those individuals in Dodge County who could improve their quality of life by improving their basic skills. Subcommittees to make community contacts have been formed. Media -Donald Dean, Chairman & JoAnne Gibbons; Civic Clubs - Kathleen Hart; Community Agencies - Elliot Loyless, Chairman, Greta Loyless, & Elizabeth Peeples; Public Schools - Alice Coffee, Chairman; Posters\Brochures- Priscilla Harrington. Also on the committee are Julia Smith and Dottie Welch. Anyone interested in working on this important project can contact any committee member or Dottie Welch .

Student News

September 8, 1993 was International Literacy Day. An outstanding story featuring Ella Mae Beck, new reader, was written by our volunteer journalist, Joy Duncan. This story was run in six area newspapers and will be entered in the Laubach Media Coverage Contest.

Hooray For Volunteers

Efforts are underway to establish a tutor training team. This was kicked off for the workshop in Hawkinsville. Members of this initial team were: Kathleen Hart, Teaching Skillbooks I & II; Beth Jenkins, Writing; Faye Markert, Sensitivity to the Non- Reader, Dr. Laubach, and Learning to Spell; and Dr. Oscar Stembridge, Writing for Your Student and Duet Reading.

Congratulations Winners

Four lucky, and observant, people received $5.00 gift certificates from Jordie's Books & Comics (formerly Reader's Choice Bookstore) in Eastman for locating the telephone in our Spring '93 newsletter. They are Cassie Evans, Eastman; Marilyn Waller, Rhine and Martha Shirah & Faye Markert, Hawkinsville.

It was at the top of the first column on page 2.

Dear Volunteers and Students

It has been a real pleasure to be involved with our library based literacy program and get to know so many wonderful people. It is a thrill to see eyes light up when a goal is met by a student or when a volunteer goes the extra mile. As a result this past year has been most rewarding for me.

Thanks to the many dedicated volunteers much has been accomplished since last November when I became involved in this rewarding endeavor. Without a core of dedicated volunteers this program could not continue.

We have outlined a full program of activities for the coming year. Please study the goals and objectives outlined in this newsletter and let me know where your talents may best be utilized.

Thanks to each of you for such a successful FY'92.

Sincerely, Dottie

LLL Books Arrive

Great News for Ocmulgee Regional Libray System area libraries.

In fulfillment of one of the goals and objectives for the LSCA grant for FY92 over 70 books on the Laubach Way to Reading were placed in our four area libraries, Bleckley, Pulaski, Telfair and Wilcox, for tutor & student use. Soon to be arriving are over 50 additional suplementary books to be used in our each one teach one, EOTO, program.

These books will be located in the library section called LLLS, Laubach Lifelong Learning Section.

Center Completes Course

One of the accomplishments of the last few months has been the training of twenty inmates and one teacher as tutors at the Milan Women's Center. Fifteen completed the twelve hour course. At the present time three matches have been made with one tutor working one-on-one with another inmate. The goal is to have ten successful matches.

This type of in-prison tutoring can have positive consequences for both the tutor and student. Increasing self-esteem and mastering new skills may make the difference that enables these women to build a new productive life for themselves upon release.

PALS Meet

The formation of the Pulaski Adult Literacy Service began June 15, 1993. This group has met several times with up to fourteen in attendance. They have defined their greatest concern - the recruitment of students.

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Goals and Objectives For FY93

Providing a Place For All Our Volunteers

I. To raise the rate of literacy among adults;

Objective 1: Lead Family Literacy Life Skills Program using programs such as PLACES (Parents learning to assist children in elementary school) or Money Management or Read Better

II. To facilitate libraries' becoming more actively involved in adult literacy through use of library facilities and acquisition of library materials;

Objective 2: Use five area libraries for: meeting events, use of shelf space for literacy materials, distribution of promotional material, communications, and referrals.

Objective 3: Provide Ocmulgee Regional Libray System staff with orientation to program.

Objective 4: Purchase and provide access to literacy materials necessary for tutors and students.

III. To encourage cooperation among community and business leaders, educators, and literacy providers in all five counties;

Objective 5: Establish steering committees to foster greater unity and cooperation in delivery of literacy services.

Objective 6: Recruit and teach students.

Objective 7: Promote use of non-tutor volunteer services of 10+ Volunteer\agencies.

IV. To promote volunteerism--of people and organizations.

Objective 8: Train 20 new volunteer tutors.

Objective 9: Provide in-service training for certified volunteer tutors.

Objective 10: Match 20 trained tutors with LLL students.

Objective 11: Teach 20 LLL students by EOTO method by volunteer tutors.

Objective 12: Train 10 inmate tutors.

Objective 13: Enable 10+ matches of inmate tutoring.

Objective 14: Teach English as a Second Language to the non- English speaking in the five county area.

Certified Literate Community

Just what is meant by a certified literate community? Communities that become involved in the Certified Literate Community Program are committed "to make significant, measurable progress in the education of the majority of their adults in need of improvement within a ten-year time frame". This is an Innovative Business, Education and Community Partnership.

On September 14, a group of 22 persons interested in Dodge County becoming a Certified Literate Community met at the ORLS Library in Eastman with Marla Tyler, the state representative for the program.

Joy Duncan and Bobbie Jones are Co-Chairmen to begin this effort.

Attention Volunteers : Please Clip & Return

Volunteer Year End Report for LSCA FY'92
Return to: LLL-ORLS, P.O. Box 4369, Eastman, GA 31023

Name:_____
Address:_____
_____Phone:_____

Summary for year Oct. 1, 1992 - Sept. 30, 1993
1. Hours spent tutoring:_____
2. Hours spent in preparation for tutoring:_____
3. Tutoring location:_____
4. Hours spent on LLL nontutor volunteer activities for literacy:
(Meetings, writing news items, studying for presentations, etc.)
5. Miles traveled:_____

Preferred volunteer activity for FY93:

Comments:

Welcome New Tutors

A tutor training workshop was held at the Hawkinsville Library, August 31 - September 9, 1993. Those receiving our L.LA. Certification for the first time are: Betty Jones, Ginger Moore and Chris Venable. Receiving in-service training and/or up- dating their certificates are Kathryn Fussell, Beth Jenkins, Kathleen Hart, Faye Markert and Dr. Oscar Stembridge.

A special thank you to Melba Belcher, 1st Methodist Church - Cochran and Chris Venable for refreshments for the workshop.

Thumbs Up To:
Julia Smith

Julia has been actively involved in the Ocmulgee Regional Library Literacy Project since it began in 1984. She tutored locally and at the prison in Chester devoting many hours to helping her students improve their reading skills.

During the next year she will be coordinating the matches between students and tutors in Dodge County. Periodically she will check with each tutor to monitor progress and help with any problems that may occur.

Thank you, Julia, for all you do to promote literacy in Dodge County.

LAUBACH LIFELONG LEARNING
OCMULGEE REGIONAL LIBRARY
P.O. BOX 4369
EASTMAN, GA 31023
912\374-4711

EACH ONE TEACH ONE

Laubach Literacy International

Laubach Literacy Action
New Readers Press

November 8, 1993

Ocmulgee Regional Library System
Dottie Welch
P.O. Box 4369
Eastman, GA 31023

Dear Ms. Welch:

Congratulations! You are a winner of the Laubach Media Coverage Contest first prize award for best women's literacy story.

With that award you are entitled to $100.00 worth of New Readers Press publications, along with free shipping for that amount. This is a one-time only redemption, so you must place an order to New Readers Press equal to or greater than the amount of the award to benefit from the full value of the award. You must place the award in writing or through a FAX (315-422-5561) to Cathy Simiele of our customer service department.

You will also receive a copy of the PSA "Literacy Changes Lives" which we hope you will air locally to promote your council and to raise public awareness about the empowering effects of literacy.

Thank you for participating in the contest. It has been such an enjoyable experience for us, and we hope to do it again. Keep up the good public relations work!

Sincerely,

Glenn H. Ivers

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Ella Mae Beck Is Busy Rewriting Her Story

Ella Mae Beck sits at her kitchen table with a workbook, writing tablet and flash cards precisely arranged across the table top. She holds up a library book and smiles. "I've been reading."

For many, reading may be a commonplace activity, but for 34-year-old Ella Mae, who just seven months ago could not recognize letters nor tell you the sounds they represented, it is a remarkable event, an adventure that began when she started working with a tutor from the Adult Literacy Program at Ocmulgee Regional Library.

Ella Mae lives in a comfortable and immaculate home surrounded by farmland near the Dodge-Bleckley-Pulaski County line. She has a quick smile, a great sense of humor and an optimistic attitude, despite the fact that her life has not always been easy.

The hardships began when Ella Mae was just nine years old and her mother had a stroke. At a time when most children are carefree, she became her mother's caretaker. A few years later she took a part-time job. She went to school half a day and then to a local grill where she washed dishes and cleaned up after closing.

Responsibilities at home and work meant little time for study, and reading was always difficult for her. Her teachers grew impatient with her inability to keep up. "When my mother was sick I would have to stay with her. I missed school and got behind. It was hard to catch up. I didn't go back after the seventh grade."

She continued to wash dishes and clean up at the grill for a time. "I couldn't cook there because I couldn't read the recipes," she said. Later she found work as a housekeeper and continues to work for several families.

Ella Mae remembers clearly the embarrassment that not being able to read and write sometimes caused her. Once as a teenager, she and a friend were sharing secrets and when Ella Mae said she couldn't read the girl laughed and went immediately to tell all their neighborhood friends. When she was older it was equally humiliating to try to apply for work and have to ask someone to help complete an application.

But Ella Mae is not one to dwell on old memories. She would much rather talk about her new interest in reading, the new words she's learned, her efforts to encourage other non-readers, and all the things family and friends are doing to support and encourage her.

It was, in fact, a friend – one of her employers – who urged and prodded Ella Mae to learn to read. "I would watch her reading and she just seemed to be lost in the story. Then she'd catch me watching and say 'Ella Mae I can help you find someone who can teach you to read'. I kept saying no, but she just kept after me."

"I'd think about school and I would worry that no one would take the patience to teach me," she continued.

Today Ella Mae is glad she finally gave in. When she began her study, she thought she'd like to get her driver's license. Now she has broader goals. She loves music and dreams of one day writing songs.

Ella Mae Beck sits down with her books. She hopes her story will encourage her family and others to stress the importance of education.

She sees around her young people, many of whom are making some of the same mistakes she did. She'd like to write about her own experiences, "so maybe they won't step in the same holes I stepped in," she said. "And I always wanted a diary to write secret things in."

While reaching those goals is still some distance off, Ella Mae can see her progress. She sees things on television that she can read that she couldn't before. A few days ago she was able to leave a list for one of her employers listing what cleaning supplies she needed to purchase. But what she is most proud of is that she believes she is setting a good example for her nieces, nephews, and the children of her friends. Seeing her work she hopes, makes them realize the importance of reading and going to school.

Ella Mae's story is uniquely hers, but it is also typical of thousands of Georgians. One in four adults in Georgia can't read or write. In Middle Georgia more than one in five have less than eight years of schooling. Ella Mae is special because she is taking the step necessary to write a different ending to her story.

If you have a friend or family member who can't read or who has difficulty reading, share Ella Mae's story with them and encourage them to call the Ocmulgee Regional Library at 912/374-4711, or their local library. The tutoring program is a Laubach Learning Program called "Each One-Teach One". The tutoring is a private, free and confidential service operated through the LSCA Title VI Grant.

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Volunteer Survey

Welcome ! This is your support group, so the Project Directors would like input to know what you want a support group to be. Please check the following choices:

What would you like the news letter to include?

- ☐ Personal Information
- ☐ Tutor Tips
- ☐ Student Writings
- ☐ Birthdays
- ☐ Gossip (Marriages, Births, etc.)
- ☐ Articles for students
- ☐ New Materials
- ☐ Materials available for purchase
- ☐ Book Reviews
- ☐ Student Activity Page

Other suggestions?_____

_____

_____

Would you prefer a newsletter published :

- ☐ Once a month with limited information
- ☐ Every other month with more information
- ☐ Quarterly with comprehensive information

What would you like the volunteer support meetings to include?

- ☐ Quarterly meetings
- ☐ Bimonthly meetings
- ☐ "Brown Bag" lunches at the library
- ☐ "Dutch treat" lunch at local restaurant

In-service training to include:

- ☐ Refresher of Laubach Skill Books
- ☐ Whole Language Method Approach
- ☐ Language Experience Approach
- ☐ Sight Word Approach
- ☐ Learning Disabled Helps
- ☐ "Gripe Sessions" or problems solving

Any other ideas ?_____

_____

_____

Any other comments?_____

_____

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sixth grade reading level

tenth grade reading level

twelfth grade reading level

eighth grade reading level

ninth grade reading level

twelfth grade reading level

Ocmulgee Regional Library System

A Pioneer in Adult Literacy

- Fostering leadership, volunteerism, creative initiatives and innovative outreach since 1984.
- Collaborating in community cooperation and linkages
- Specializing in student-centered literacy, including:
  - one-to-one tutoring by trained volunteers
  - video literacy training
  - computer-assisted literacy training
  - family literacy
- Giving training and support to volunteers
  - workshops for Laubach "Each One-Teach One" certification
  - individualized training
  - orientation for video and computer-assisted literacy
  - training for ESOL (English for Speakers of Other Languages)
  - ongoing assistance to tutors
- Offering library space and shelf space for training of volunteers and tutoring of adults
- Providing office and shelf space and supportive staff services and communications

Adult Literacy
Ocmulgee Regional Library System
505 Second Avenue, P.O. Box 4369
Eastman, Georgia 31023
374-4711

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One out of every five adults in our country can't read.

Give the Gift of Literacy

A Need

1 out of 4
Georgia adults can't read

37%
of Dodge County adults have less than 8 years of schooling

60%
of Dodge County adults do not have a high school diploma

Wipe Out Illiteracy

Reading and writing skills empower adults for:

- independence
- self-esteem
- employability
- job training
- productivity
- enjoyment

A Response

Adult Literacy offers:

- One-to-one tutoring by trained volunteers at a time and place convenient to both student and tutor
- English as a Second Language
- Small-group literacy
- Computer-assisted literacy
- Video programs

Learn to Read
for beginners or as a refresher
(30 half-hour video lessons)

Another Page
for basic skills
(15 video and workbook lessons)

- Consultation and referral for GED preparation
- Library materials for all of the above

A public service of the library
Committed to Life-Long Learning
Call 374-4711 for more information

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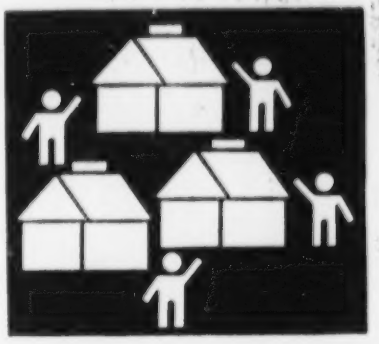
You Can

- Teach an adult to read
  - Learn how at a Laubach "Each-One-Teach-One" workshop
  - Tutor 2 hours a week for at least 6 months
- Volunteer at the library for office tasks
- Sponsor workshops for tutors
- Refer non-readers
- Pass the word
- Contributue to the Library Literacy Endowment Fund



PASS THE WORD